

Parenting Styles and Academic Achievement

Ngu Leh Seng, Zahyah Hanafi, Muhajir Taslikhan

Universiti Utara Malaysia, Sintok, Kedah Malaysia

***Corresponding Author:**

Ngu Leh Seng

Email: agathangulehseng@yahoo.com.my

Abstract: Type of parenting style found to be influences the child's academic achievement. This study aimed to identify the type of parenting styles practiced by parents and its relationship to the academic achievement of children. They are 406 of form five students involved in this study. Researcher used "Parenting Style Scale" instrument to measure the parenting styles. The results revealed that many parents adopt authoritative parenting style and there is no significant relationship between parenting styles and their child's academic achievement.

Keywords: Parenting styles, authoritative, academic achievement, parents.

INTRODUCTION

Parents play an important role in the development of children. According to the theory of human ecology development, interaction and mutual dependence between humans affect individual development [1]. This explains that the interaction between the parents and children will affect the child's development. Then, the styles of parenting adopted by parents will certainly affect the developmental of socio-emotional, personality, and behavior aspects of a child.

Parenting styles is a strategy or manner, which practiced in the process of nurturing children. This parenting style is a psychological construct, represents standard strategies used by parents in educating their children [2]. There are various types of parenting styles adopted by parents in the effort to raise children to become excellent and successful in life.

Generally, there are four types of parenting styles namely authoritative, authoritarian, permissive, neglectful, and [3]. The authoritative parenting style shows high in both responsive and demandingness. Authoritative parents impose regulation or set limits of certain behavior like often consult the opinion of the child before making a decision and allowed the child to make his own decision after talking with the parents. In addition, parents always justify open communication to talk and boast with full joy. Parents often praise the children, spend time together with children at home and work together happily [3].

Parents practicing authoritarian style set many rules and low responsive towards their children. Parents are very conscious until they set high expectations on

the academic achievement of their children. In spite of stern control over the quality of the child by making the rules, ensure complied with regulations and do not allow children to ask questions related to regulations that set by authoritarian parents. These parents interact roughly with children and bond children in a way that would be fair as asking children express what to do outside the house. The level of warmth and acceptance of the opinion of the child is low and always criticized what children have made. Parents considered having complete authority to punish the children either verbally or physically if they violated procedures. Parents often leads children on what must be done, to control what is going to be done, and impose rules that must be complied with at home [3]. Parents consider their academic achievement as an indicator of success of life. This often become a pressure, which would most likely student commit suicide when facing stress in their study. For example, two Chinese students were suicide because of onerous school assignments[24]. One of Form 2 student in Sarawak commit suicide because of stress after being transferred to the afternoon study session due to unsatisfactory examination results[25].

LITERATURE REVIEW

Typology of parenting styles

Diana Baumrind conducted longitudinal studies for 30 years about the relationship of parenting styles with social and psychological adaptation, academic success, the well-being of children and teenagers [4]. A typology of parenting style introduced. They have identified two dimensions of parental styles that are demandingness and responsiveness. According to Baumrind [5], the environmentally responsive and supportive parenting types stressed the individual

nature, self-control and self-assertion on their children. They also compassion and supportive, has calm properties and always encourage expressing opinions freely. Therefore, their children become more open and easy to work with others.

Highly demanding parents are more concern over children behavior. They emphasize on discipline

and reject children disobey them[5]. Of the two-dimensional, responsive and demanding had been categories into four types of parenting styles, namely authoritarian, authoritative, permissive and neglectful[6]. Four categories of parenting styles listed in figure below.

Demanding/ Control	High	Low
	Authoritative	Authoritarian
High	Reasonable claims, consistent enforcement, sensitive at the consent of the child	Many rules and demands, less explanation, less sensitive to the needs and perspectives of children
Low	Permissive	Neglectful
	Little rules and demands, giving full freedom	Little rules and demands, the Parents not sensitive to the needs of the child

Fig-1: Dimensions and Parenting styles [6]

The authoritative parenting style

According to Baumrind [7], parents who adopt the authoritative style are highly responsive and high demanding. They are friendly but firm, encouraging their child be independent by setting limitations on the their children activities. In addition, authoritative parents also able to build excellence personality of their child[8], therefore their children will have social efficiency, psychosocial and academic development and high motivation.

Elham, Siti, Rumaya and Mansor [9] reported that there was a significant positive relationship between the authoritative style and academic achievement. Their study involved 382 secondary school students, which consist 251 females and 131 males between 15 to 18 years. The study found that parents who practicing the authoritative style are more successful in their study because of their support towards achievement and always motivate them. These parents have good relationship with their children, manage behavior, have fun, meet children's need in terms of emotional safety, more autonomy and always help children excel in school activities. They also explain the consequences of actions taken by their children so that the children will know and understand about the principles adopted by their parents, particularly in matters related to the desire and goal of parents for their children in study.

Similarly, the study of Garcia and Gracia [10] in Spain devoted parents authoritative type of relationship success better as children who have self-appreciation, personal competencies, motivation and high intrinsic. A study conducted in Malaysia by

NikHairi, et al., [8] also shows that the type of parenting styles that mostly dominant practiced by parents is authoritative. Authoritative parents' practicing 10 strict positive features, namely caring, regularly communicate, spend a lot of time, encouragement and help, enquire their academic matters and does not set aside the children. However, the findings indicate that there is no significant relationship between parenting styles and academic achievement.

The authoritarian parenting style

Baumrind [7] stated that a parent who adopts authoritarian style has a low level of responsive but a high level of demandingness. Parents only display a bit of friendliness and always control child's behavior, have hope and high expectations of children, practice the approach control, punishment and strict regulations and do not allow children to question their actions. Authoritarian parents believe that they have absolute control over the lives of the child and the child must surrender fully to the needs of parents [11] without question.

Past research showed a significant positive relationship between the authoritarian style and academic achievement. This means that children with authoritarian parents are likely to get a high academic achievement. Chen et al., [12] reported that Chinese parents found that this style has a positive relationship with their child's academic performance. High investment in the life of the child is to provide a good education and constantly monitoring behavior[13]. This is because the Chinese feel that a good education is the key to success. Then, the measurement of success for them is the achievement in education. In this case,

parents are responsible to provide directions and guidance to their children. Hence, Chinese authoritarian style is to such encourage children academic achievement.

Kang and Moore [14] also report that parents who adopt authoritarian style show a good level of academic achievement. This was proved in score achievements of Chinese language, English language and mathematics. However, there are also studies showing the opposite findings that negative significant relationship between authoritarian style with academic achievement [15, 16, 9]. Parents adopt authoritarian style likely to obtain low academic achievement.

The permissive parenting style

Baumrind [5] further clarify permissive style parents' have low level of demand but high levels of responsive. Permissive parents are very friendly and do not directly control the children. They only set the little rules and specific limits for their children and are too soft, meet the needs of children, treat children as individuals mature, and can determine the their direction. Thus, certainly pressure will not exist or certain rules of good behavior for children. These types of parent are not actively involved with their children's activities [17] and allow their children to act freely [9].

Some studies reported negative relationship exists between the permissive style parents with academic achievement. Elham *et al.*, [9] found that these parenting style students have earned low academic achievements compared to students other parenting style parents. According to their study, parents who permissive allow their children have behavioral problems and independent, giving very little input to and most of the important decisions made by the children themselves. Permissive parents also have a level of warmth, involvement, rigor and lower self-efficiency and due to lack of encouragement and support or lack of suitable academic socialization. This finding is also consistent with Zahyah Hanafi *et al.*, [18] that suggests parents who adopt permissive style have contributed to low academic achievement.

The Neglectful parenting style

Baumrind [5] subsequently introduced the fourth style of parenting style i.e. neglect levels which reflects low responsive and low demand. This type of parent is not friendly and not to control children, less interact with children, not involved in matters related to children, ignored the needs of the child until the child is neglected. These types of parents rarely consider the opinion of the child in making decisions and usually do not want interrupted by child [17].

Negative relationships also reported between neglectful style with academic achievement [16, 18]. Parents who adopt this style show low academic achievement. According to Zahyah Hanafi *et al.*, [18], neglectful parents are less obeying the rules and not worry about punishment. They allow the child settle their discipline problems and in such a situation create an unhealthy family environment. Children will face problems whenever to follow the school rules subsequently affect their learning.

Since parents are persons who are very influential in the life of the child then this study will try to identify the type of parenting styles adopted by parents in Limbang area and to measure how far the relationship of parenting styles affects academic achievement of children. Several hypotheses are to be tested. They are:

- H01: There is no influence of authoritative parenting styles on academic achievement.
- H02: There is no influence of parenting authoritarian styles on academic achievement.
- H03: There is no influence of parenting permissive styles on academic achievement.
- H04: There is no influence of parenting neglectful styles on with academic achievement.

METHODOLOGY

This study involved 406 of form 5 students as respondents. The quantitative approach-using questionnaires used meet the objectives of this study. The questionnaire consisted of two parts, namely part A comprises seven demographic items. Such items intended to obtain background information on respondents such as gender, ethnicity, education level and occupation of parents, and a score of the achievement of Lower Secondary Examination examinations for subjects in *Bahasa Malaysia*, English, mathematics and science. Instruments that measure the parenting style is "Parenting Style Scale" formed by Paulson (1994b, 1994, 1998), modified by Zahyah Hanafi [18], and translated into *Bahasa Malaysia*, in accordance with the context in Malaysia. Part B covers five items of demanding and five items of responsive (table 1). An example of demanding items is "my parents don't mind if I do not comply with some regulations prescribed by it" and example of responsive items is "my parents encouraged me to talk to them about any subject". The respondent replied by using the 5 point of Likert scale; 1 = very untrue, 2 = not true, 3 less sure, 4 = true, 5 = very true. Value of Alpha's Alpha for parenting styles item is .810; whereas the value of KMO and Bartlett's test was to test the validity of the instrument is .607.

Table 1: Distribution of items based on parenting style

Parenting style	Item	Total item
Responsive	2,4,6,8,10	5
Demand	1,3,5,7,9	5
Total items		10

FINDINGS AND DISCUSSION

Demographic data

Table 2: number and percentage of the respondents in this study by school

Criteria	School name	The Number of Respondents	Percent
School	SMK LAWAS	65	16.0
	SMK LIMBANG	58	14.3
	SMKSERI PATIAMBUM	57	14.0
	SMK KUBONG	46	11.3
	SMK MERAPOK	43	10.6
	SMK MERAPOK	43	10.6
	SMK MEDAMIT	39	9.6
	SMK TRUSAN	38	9.4
	SMK AGAMA	34	8.4
	SMK SUNDAR	26	6.4
	Total	406	100.0

This study involves all nine national secondary schools in the Limbang Division. These schools are SMK Limbang, SMK Lawas, Limbang, SMK Seri Patiambum, SMK SMK Kubong Merapok road, Medamit, SMK SMKSMK Agama Trusan, and SMK Sundar. Number and percentage of respondents from each school involved in this study are as in table 2 normalization of data.

Gender and race

Based on table 3, 173 male students (39.4%) and 266 female students (60.6%) involved in this study. The respondents of this study consist of 406 students in which 247 (60.8%) female students and (39.2%) male students. Based on table 4, the majority of students are made up of Malays 120 people (29.6%), followed by 77 people (19%) of the Iban, and Lunbawang race, 48 people i.e. 11.8% Chinese, 10.1% bisaya and 10.6% other races, namely, a total of 43 students consisting of other races such as Kedayan, Kelabit, Kenya, Bidayuh and Melanau.

Table 3: number and percentage of respondents by gender in this study

Criteria	Category	Respondents	Percentage
Gender	Male	159	39.2
	Female	247	60.8
	total	406	100.0

Table 4: number and percentage of respondents according to race in this study

Criteria	Category	Respondents	Percentage
Race	Melayu	120	29.6
	Iban	77	19.0
	Lunbawang	77	19.0
	Cina	48	11.8
	Lain-lain	43	10.6
	Bisaya	41	10.1
	Total	406	100.0

Education level and employment of parents

Based on table 5, this study covers 131 students who do not know about their father's education

level. Only nine fathers who do not attend school, 15 fathers own a certificate/diploma and 11 fathers have Bachelor's degree/Masters/PhD. Most parents obtained

their SPM/MCE. They are consist 119 respondents or 29.3% for both categories. In terms of employment of parents stated in table 6, they are only 38 of fathers didn't work but 284 mothers do not work whereas they

are 368 working fathers and 122 working mothers which consist 90.6% of fathers and 30% of mothers in this research.

Table 5: Number and percentage of respondents according to parent's education level in this study.

Criteria	Category	Number of Respondents	Percentage
Father's education level	Do not know	131	32.3
	Did not attend school	6	1.5
	Primary school	66	16.3
	SRP/PMR/LCE	58	14.3
	SPM/MCE	119	29.3
	Certificate/DIPLOMA	15	3.7
	Bachelor Degree/Masters/PhD	11	2.7
	Total	406	100.0
Mother's education level	Do not know	115	28.3
	Did not attend school	18	4.4
	Primary school	70	17.2
	SRP/PMR/LCE	52	12.8
	SPM/MCE	119	29.3
	Certificate/DIPLOMA	22	5.4
	Bachelor Degree/Masters/PhD	10	2.5
	Total	406	100.0

Table 6: Number and percentage of parents by employment in this study.

Criteria	Category	Number of respondents	Percentage
Father	does not work	38	9.4
	work	368	90.6
	Total	406	100.0
Mother	does not work	284	70.0
	work	122	30.0
	Total	406	100.0

Academic Achievements

Table 7 shows the number and the percentage of respondents according to level and achievement grade of the subjects such as English, mathematics and science. Students who obtain grade A means the level of achievement of the students was excellent, grade B and C is at good level, while grades D and E is passed and F is fail. 1.0% students are excellent in Malay Language, 12.1% in English, 2% in science 2.5% in mathematics.

Students who get good performance in Malay language is 28.8%, English is 54.5%, 57.7% in science and 58.6% in Mathematics. Students who achieve a pass in Malay Language is 47.8%, English is 23.4%, science is 24.6% and mathematics was 16.7%. For Students who failed in Malay language is a total of 22.4%, English is 10.1%, 15.8% is Science and mathematics was 22.2%.

Table 7: Number and percentage of respondents according to grade level and achievement of the subjects

Subjects	Grade	Number of Respondents	Percentage	Level
Malay Language	A	4	1.0	Excellent
	B	21	5.2	Good
	C	96	23.6	Good
	D	194	47.8	Pass
	E	91	22.4	Fail
	Total	406	100.0	
English	A	49	12.1	Excellent
	B	120	29.6	Good
	C	101	24.9	Good
	D	95	23.4	Pass
	E	41	10.1	Fail
	Total	406	100.0	
Science	A	8	2.0	Excellent
	B	88	21.7	Good
	C	146	36.0	Good
	D	100	24.6	Pass
	E	64	15.8	Fail
	Total	406	100.0	
Mathematics	A	10	2.5	Excellent
	B	129	31.8	Good
	C	109	26.8	Good
	D	68	16.7	Pass
	E	90	22.2	Fail
	Total	406	100.0	

Research question 1: what type of parenting style adopted by parents in Limbang?

Findings (table 8) shows that many parents adopt the authoritative style (mean = 16.63), followed by permissive (mean = 12.35) while authoritarian style (mean = 12.24) and neglectful (mean = 8.98) is least.

Research question 2: To what extent parenting style has influence on the academic achievement?

Table 9, shows there is no influence of parenting style on the academic achievement.

Table 8: Mean, Minimum, maximum, standard deviation of Parenting Style dimensions

Dimensions of Parenting Style	N	Minimum	Maximum	Mean	SD
Authoritative	190	12.96	25.00	16.63	2.40
Authoritarian	54	7.20	15.64	12.24	1.59
Permissive	115	7.60	16.32	12.35	1.95
Neglectful	47	4.80	11.56	8.98	1.83

Table 9 : The Assessment Model of Parenting Styles on academic achievement

Hypothesis	Beta (PC)	t-Value	p< 0.05	Result
H01: There is no influence of authoritative parenting styles on academic achievement.	-0.10	1.90	0.06	Supported
H02: There is no influence of parenting authoritarian styles on academic achievement.	0.02	0.44	0.66	Supported
H03: There is no influence of parenting permissive styles on academic achievement.	-0.07	1.49	0.14	Supported
H04: There is no influence of parenting neglectful styles on with academic achievement.	-0.05	0.79	0.43	Supported

Hypothesis (H01) predicting there is no influence of authoritative style on academic achievements. Study shows there is no influence of authoritative parenting

style on academic achievements ($\beta = 0$, $t = 1.90 > p$ 0.05). Thus, the null hypothesis is accepted.

Hypothesis (H02) predicting there is no the influence of authoritarian style on academic achievements. Study shows there is no influence of authoritarian parenting style on academic achievements ($\beta = 0.08$, $t = 0.44$, $p > 0.05$). Thus, the null hypothesis is accepted.

Hypothesis (H03) predicting there is no the influence of permissive style on academic achievements. Study shows there is no influence of permissive parenting style on academic achievements ($\beta = -0.07$, $t = 1.48$, $p > 0.05$). Thus, the null hypothesis is accepted.

Hypothesis (H04) predicting there is no the influence of neglectful style on academic achievements. Study shows there is no influence of neglectful parenting style on academic achievements ($\beta = -0.05$, $t = 0.79$, $p > 0.05$). Thus, the null hypothesis is accepted.

DISCUSSION

Results of this study found that parenting styles practiced by parents according to the students' perception is authoritative style followed by style authoritarian style, permissive, and finally neglectful style. The findings of this study in line with the findings of Kusterer which also showed that the authoritative style was the most high style practice among the parents in New York. Similarly, many parents in India practicing the authoritative style. High authoritative parenting style influenced by culture and religion in the context of this research. This study is also in line with the findings of past research conducted by NikHairi et al., [8]. Authoritative parenting style was the most dominant style practiced by parents in Kelantan, Malaysia. His research found that authoritative parents have 10 positive features, namely, strict but caring, regularly communicate, spend a lot of time, encouragement and help, ask a question about academic matters and does not isolate the children.

However, findings do not same as the study from Garcia and Gracia [10] which conducted in Spain where the authoritarian is the main style practiced by parents followed by permissive. This is influenced by the culture of Spain that the low responsive and demanding.

This study also found that the permissive style is the second highest-style adopted by parents in this study. This finding is in line with the results of ZahyahHanafi [18] in Malaysia. This occurred might be parents who are very friendly and trust their children. Other than that, parents maybe work in a place far away and they believe that the way to show their love is by fulfilling the children needs.

The findings of this study showed that the authoritative styles, authoritarian, permissive and neglectful do not contribute to academic achievement. This findings supports the past research findings such as

studies by NikHairi Omar et al., [8] also shows no influence of parenting style on academic achievement. However this finding is different from studies such as Elham et al., [9], Boon [16], Kang and Moore [14], Kazmi et al., [19], Syed Mohamed Assadi [15], and ZahyahHanafi [18] indicating there is a parenting style affecting the achievement of children. Similarly, Radhika et al., [20], Nyarko [21], Yasmin, Kaini, and Chaudhry [22], Kang and Moore [14] in China; Kazmi et al., [19] and Kusterer [23] in Pakistan where there is a significant positive relationship between the authoritative style with academic achievement.

The difference in findings with previous studies likely due to background factors, namely respondents in terms of location, culture, religion, and socio-economic status.

CONCLUSION AND SUGGESTIONS

The findings of this study show that most parents are practicing authoritative parenting style compared to other styles. The study also shows that parenting styles do not affects academic achievement of children. Then the style of parenting is not a contributing factor to academic achievement. Most likely, there are other factors such as emotional intelligence, teachers or school culture are more important in affecting academic achievement. These factors should take into account in the future study. Further, sampling should involve students from Peninsular Malaysia, the need to involve the majority of ethnic groups and minorities in Malaysia. In addition, research method can also include qualitative component, i.e. interviews in order to get a more in depth about why parents practice different parenting styles.

REFERENCES

1. Bronfenbrenner U, Morris PA; The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology. 1: Theoretical models of human development*, 1998; 993-1028.
2. Abdorreza K, Baharudin R; *Parenting attitudes and style and its effect on children's school achievements*. International Journal of Psychological Studies, 2010; 2(2): 217-222.
3. Baumrind D; Current patterns of parental authority. *Developmental psychology*, 1971; 4(1, Pt.2), 1-103.
4. Gfroerer KP, Kem RM, Curlette WL; Research support for Individual Psychology's parenting model. *Journal of Individual Psychology*, 2004; 60:379-388.
5. Baumrind D; *Child maltreatment and optimal caregiving in social contexts*. New York: Garland Publishing, 1995.
6. Maccoby EE, Martin JA; *Socialization in the context of the family: Parent child interaction*. In

- P.H. Mussen (Ed.). Handbook of child psychology, 1983; 4:1-101.
7. Baumrind D; Effective parenting during the early adolescent transition. In P. A. Cowan & E. M, 1991.
8. NikHairi O, Azmi AM, Ahamd SA; Pengujian model gayakeibubapaan Baumrind keataspencapaian akademikpelajarsekolahmenengah. Journal of Social Sciences and Humanities, 2012; 7(1): 105-120.
9. Elham D, Siti NY, Rumaya BJ, Mansor AT; Relationship between parenting style and academic achievement among Iranian Adolescents in Sirjan. Asian Social Science, 2012; 8(1):156-160.
10. Garcia F, Gracia E; Is always authoritative the optimum parenting style? Evidence from Spanish families. Adolescence, 2009; 44 (173):101-131.
11. Hine EM, Holcomb-McCoy C; Parental characteristics, ecological factors, and the academic achievement of African American Males. Journal of Counseling & Development., 2013; 91: 68-77.
12. Chen X, Dong Q, Zhou H; Authoritative and Authoritarian Parenting Practices and Social and School Performance in Chinese Children. International Journal of Behavioral Development, 1997; 21(4): 855-873.
13. Chao RK; Chinese and European American cultural models of the self-reflected in mothers' childrearing beliefs. Ethos, 1995; 23(3):328-354.
14. Kang Y, Moore J; Parenting style and adolescents' school performance in Mainland China. US- China Education Review, 2001; 133-138.
15. Zokaei SMAN, Kaviani H, Mohammadi MR, Ghaeli P; Effect of sociocultural context and parenting style on scholastic achievement among Iranian adolescents. Social Development, 2007; 16(1):169-180.
16. Boon HJ; Low and high-achieving Australian secondary school students : their ; parenting, motivations and academic achievement. Australian Psychologist., 2007; 42(3): 212 – 225.
17. Kopko K; Parenting and adolescents. Cornell Cooperative Extension. Cornell University. 2007.
18. Hanafi Z; Understanding parent-adolescent relationships among at-risk students. Jurnal Psikologi Malaysia, 2003; 17:23-33.
19. Kazmi SF, Sajjid M, Pervez T; Parental style and academic achievement among the students. International Journal of academic research, 2001; 3(2): 582-588.
20. Radhika M, Joseph R; A study to assess the parenting styles and academic achievement of school children. An international Journal of Science and Research, 2013; 4(4):644-647.
21. Nyarko K; The influence of authoritative parenting styles on adolescents' academic achievement. American Journal of Social and Management Sciences, 2011; 2(3): 278-282.
22. Yasmin S, Kaini A, Chaudhry AG; Parenting styles as a predictors of academic achievement of students. International Journal of Technical Research and Applications, 2014; 2(6): 28-31.
23. Kusterer KD; Impact of parenting styles on academic achievement: parenting styles, parental involvement, personality factors and peer orientation. PhD in Clinical Psychology Thesis, 2009.
24. World News, 4 may, 2013.
25. Daily Metro, 1 Jan, 2013.